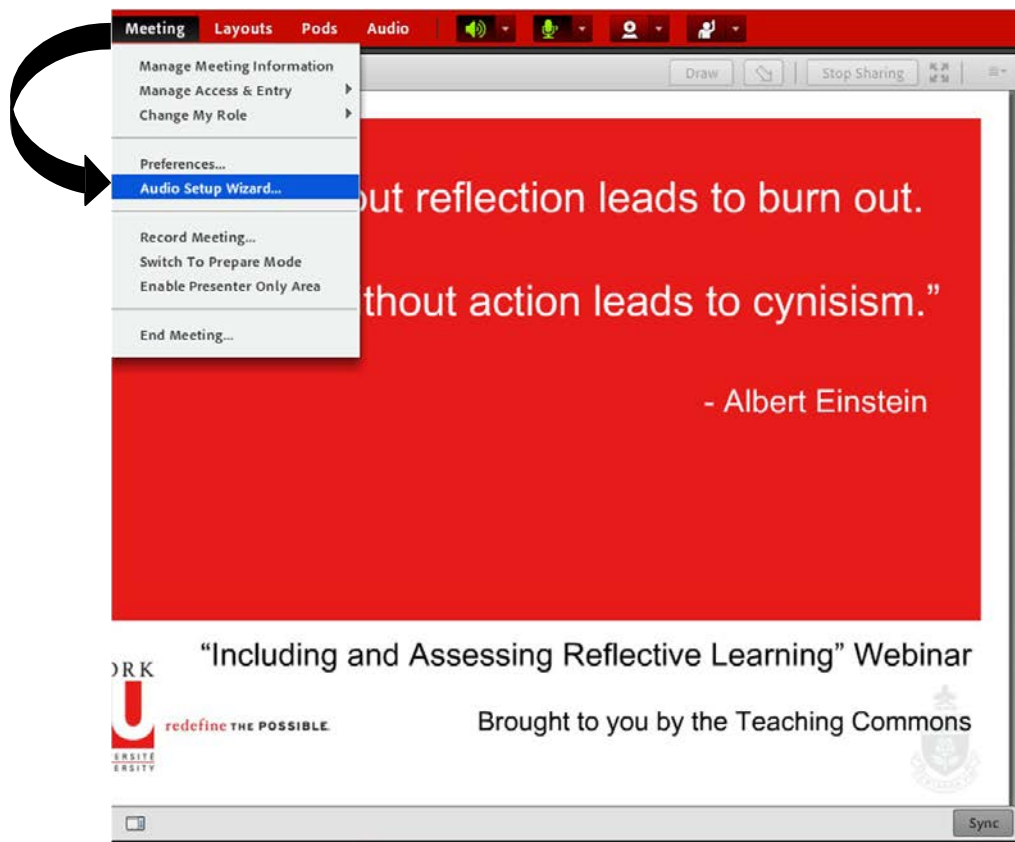


Audio Set Up



If you cannot hear us - please run the Audio Setup Wizard on the computer you will be using to participate in the webinar. This will ensure that your speakers and microphone are functioning properly inside the webinar environment.

Connect Your Audio

The screenshot shows a Zoom meeting window with a red header bar. The 'Audio' tab is selected, and the 'Connect My Audio' option is highlighted in the dropdown menu. A large black arrow points to this option. The main content area displays a quote by Albert Einstein: "Action without reflection leads to burn out. Reflection without action leads to cynicism." - Albert Einstein. The right sidebar shows the meeting controls, including a video thumbnail for Genevieve, a chat window, and a list of attendees.

Meeting Layouts Pods Audio

inar Monday version.pptx

Connect My Audio
Select Microphone

“Action without reflection leads to burn out.
Reflection without action leads to cynicism.”
- Albert Einstein

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“Including and Assessing Reflective Learning” Webinar

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Genevieve

Files 3

Name	Size

Download File(s)

Chat (Everyone)

Everyone

Attendees (1)

Active Speakers

Hosts (1)

- Genevieve Maheux-Pelletier

Presenters (0)

Participants (0)

Sync



Giving Feedback that Encourages a Growth Mindset

Teaching Commons

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redefine THE POSSIBLE.

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Introductions

Facilitators:

Dr. Natasha May,
Educational Developer,
Teaching Commons



Dr. Alice Kim,
Post Doctoral Fellow,
Teaching Commons



Raise Hand Feature

The screenshot displays a Zoom meeting interface. At the top, a red navigation bar contains the following tabs: Meeting, Layouts, Pods, and Audio. Below these are icons for mute, video, and a hand icon. A black arrow points to the hand icon, which has a dropdown menu open. The menu items are: Raise Hand (highlighted), Agree, Disagree, Step Away, Speak Louder, Speak Softer, Speed Up, Slow Down, Laughter, Applause, and Clear Status. The main meeting area shows a red slide with the text: "Action without reflection leads to regret. Reflection without action leads to inaction." - Albert Einstein. On the right side, there is a sidebar with a "Files 3" section, a video thumbnail for "Geneviève", a "Chat (Everyone)" section, and an "Attendees (1)" section listing "Geneviève Maheux-Pelletier" as the active speaker. At the bottom left, there is a logo for York University with the tagline "redefine THE POSSIBLE." and the text "Brought to you by the Teaching Commons". A "Sync" button is visible at the bottom right of the interface.

Other Interactive Tools

The screenshot displays a Zoom meeting interface. The main window shows a presentation slide with a red background and white text. The text on the slide reads: "Action without reflection leads to ... out." and "Reflection without action leads to ... sm." followed by "- Albert Einstein". A context menu is open over the slide, listing various interactive options: Raise Hand, Agree, Disagree, Step Away, Speak Louder, Speak Softer, Speed Up, Slow Down (highlighted), Laughter, Applause, and Clear Status. To the right, a sidebar contains a 'Files' section with a table showing 3 files, a video thumbnail for 'Geneviève', a 'Chat (Everyone)' window (highlighted with a yellow border), and an 'Attendees (1)' list. The attendees list shows 'Geneviève Maheux-Pelletier' as the host. At the bottom of the slide, the text reads: "Including and Assessing Reflective Learning" Webinar, "Brought to you by the Teaching Commons", and the York University logo with the tagline "redefine THE POSSIBLE".

Introduce Yourself

Please participate in the Polls



What is Growth vs. Fixed Mindset?

"Failure is an opportunity to grow"

GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things"

"Failure is the limit of my abilities"

FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

"I don't like to be challenged" "I can either do it, or I can't"

"My potential is predetermined"

"When I'm frustrated, I give up"

"Feedback and criticism are personal"

"I stick to what I know"



Why Growth Mindset?

- First-year and first-generation students
- Motivation and achievement (Blackwell et. al., 2007)
- Overconfidence and higher estimates of abilities (Dweck et. al., 2016)



Learning Outcomes

By the end of this webinar you will be able to

- Identify *new* strategies for giving feedback that encourages a growth mindset



Providing Meaningful Feedback

Feedback should be

- Timely
- Specific
- Positive
- Actionable

Formative Assessment Tip #4



“Effective *feedback* occurs during the learning, while there is still time to act on it.”

-Jan Chappuis





Strategies (Barnes & Fives, 2016)

“offering timely, process focused feedback”
(Mueller & Dweck, 1998)

- “love notes” or “growth notes”
 - On-the-fly (timely), with reflection time and review (formative), of how to use the feedback (process focused)
- Model expert practices needed for self-assessment



Strategies (Barnes & Fives, 2016)

“emphasizing effort over products or outcomes” (Blackwell et al.,2007)

- Charting student progress
 - Consultations, honest feedback highlighting growth and areas of improvement
- Students’ self-assessment – selection of work reflective of their progress



Strategies (Barnes & Fives, 2016)

“establishing and holding high expectations for all students” (Rattan et al., 2012)

- Set and communicate high expectations to students
 - Provide and go over rubrics with students
 - Create rubrics with students
- Strategy-focused feedback
- Ask high level questions and allow longer wait time



Strategies (Barnes & Fives, 2016)

“promoting and modeling risk and mistake tolerance in learning activities (Yamazaki & Kumar, 2013)

- Talk to students about your own mistakes (in grading), encourage review of assignment with feedback and expectations (rubric)
- Re-grading policy

Feedback – A Two-Way Street

How do we support students in becoming effective users of feedback?

- Accurately judging our own abilities
- Recognizing reactions to feedback/criticism
- Setting achievable goals



Resources

[First Year Experience \(FYE\) in the Classroom Toolkit](#) – sections on [Assessing Learning and Giving Feedback](#) and [More](#)

[Course Director Handbook](#) – sections on [Feedback on Teaching](#) and [Assessment](#)

[TA Feedback Guide](#)



QUESTIONS?



References

Barnes, N., & Fives, H. (2016). Creating a context for growth-focused assessment. *Middle School Journal*, 47(5), 30-37.

Blackwell, L., Dweck, C., & Trzesniewski, K. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development*, 78(1), 246-263.

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Thank you for attending

Please fill out the evaluation form for the webinar, available at:

<http://teachingcommonsforms.apps01.yorku.ca/forms/view.php?id=495885>